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ABSTRACT

This report presents summary statistics from a study that focused on student athletes in Division I of the National Collegiate Athletic Association (NCAA) who receive initial athletically related financial aid in their freshman or sophomore years. The study is a result of the efforts of NCAA's Special Committee on Academic Research to investigate the validity of the standards set by bylaw 14.3 (Proposition 48) concerning eligibility requirements of freshmen involved in college athletics. Each of the 284 Division I institutions were randomly assigned to one of five cohorts. Table 1 lists the 13 main research variables. Items 1 through 7 of the list reflect the high school preparation of the student athlete, the sports in which he/she participated, the level of funding granted, and the student's eligibility status. The remaining items reflect the experience, both academic and athletic, of the student's freshman year. Table 2 presents the respondents' participation figures for each of the five cohorts. Table 3 presents the breakdown of respondents within the individual cohorts, in this case, the student athletes themselves. Table 4 presents the academic characteristics of the student athletes for each cohort, and the five parts of table 5 examine persistence through the freshman year by the individuals in each cohort. Appendixes detail the cohorts, provide a breakdown of each sport within each cohort, and present the freshman questionnaire. Contains four references. (GLR)

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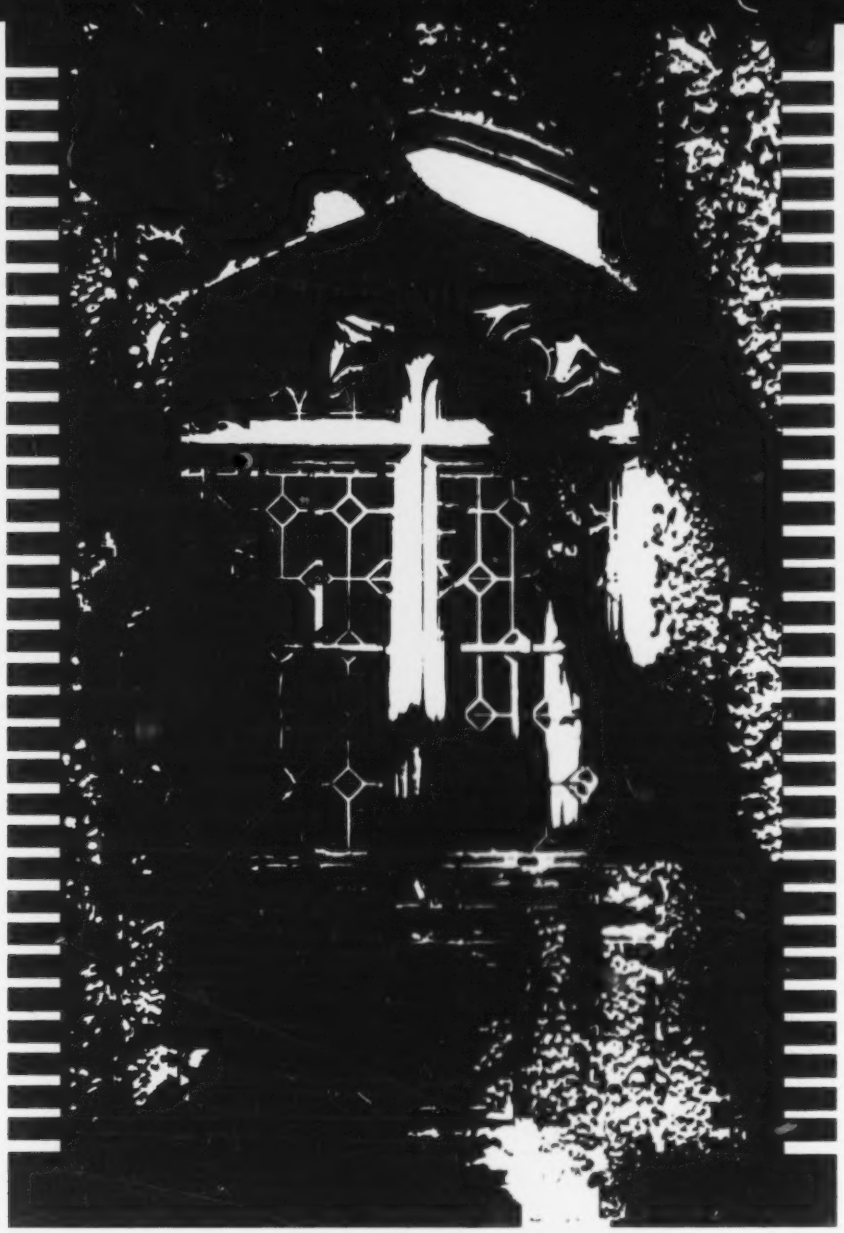

# NCAA Academic Performance Study

## Report 90-01

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# FOREWORD

This report is the first in a series that we shall be publishing to inform our member institutions and others about our ongoing study of student-athletes' academic performance under Bylaw 14.3.

The results presented here are preliminary. This study was begun in 1985 and still has several years before completion. We do, however, anticipate some initial recommendations in 1991.

We welcome your comments and suggestions on this report.

RICHARD D. SCHULTZ
NCAA Executive Director
January 1991

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

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# INTRODUCTION

In 1983, the NCAA Division I member institutions adopted eligibility requirements for freshmen. Initially, "Proposition 48," now Bylaw 14.3, required entering freshman student-athletes to have at least a minimum score of 700 on the SAT or 15 on the ACT and a 2.0 (4.0 scale) grade-point average (GPA) in a core curriculum of 11 courses. These 11 courses include three units of English; two each of mathematics, natural and/or physical sciences, and social science; and two additional courses chosen from the above categories or from philosophy, nondoctrinal religion and computer science (NCAA, 1983a). The legislation had an effective date of August 1986. The adoption of this legislation was followed by a good deal of controversy; the legislation was viewed by some as racially discriminatory, especially by those NCAA member institutions that had been founded to serve a predominantly black student body (NCAA, 1983b).

To respond to these concerns, and to investigate the validity of the standards, the Special Committee on Academic Research was formed. This committee engaged Advanced Technology, Incorporated, of Reston, Virginia, to conduct a study of student athletes who had entered Division I institutions in 1977 and 1982. This investigation suggested that black student-athletes would be more adversely affected by the legislation than would their white counterparts (Bartell, et. al., 1984). The Advanced Technology data were used to support new legislation, approved by the Division I membership in 1986, that provided what was termed an indexing of the requirements; i.e., a lower test score could be compensated for by a higher core GPA and vice versa. The legislation prescribed that this indexing be in place in 1986, in a more restrictive form in 1987 and phased out in 1988.

The deliberations of the Special Committee on Academic Research and the results of the Advanced Technology study suggested the need for a concentrated look at academic performance, and the committee undertook the design of this study.

The summary statistics presented here are intended to provide a snapshot of the design and the available data (as of September 1990).

# METHODS

This study focused on the Division I student-athletes receiving initial athletically related financial aid in their freshman or sophomore years. Each of the 284 Division I institutions was assigned randomly to one of five cohorts. The assignment was based on a stratified random design over the three subdivisions of Division I: I-A (those 105 institutions with the largest football programs), I-AA (those institutions with smaller Division I football programs) and I-AAA (those institutions not offering football in Division I). The assignment also was stratified by geographic district, public or private status and historically black characterization. The list of institutions in each cohort is included in this report as Appendix A.

Each cohort was asked to follow student-athletes who entered in a given academic year and, subsequently, transfers who had earned credits equivalent to those normally earned by members of that cohort. The years of entrance included 1984 through 1988. The 1984 and 1985 classes were composed of student-athletes whose eligibility requirements were a 2.0 high school GPA; the classes from 1986 to 1988 reflected the amended Bylaw 14.3 requirements.

In the fall of 1985, letters were sent to the chief executive officers of the Division I institutions requesting their cooperation and, for those in Cohort No. 1, the name of a contact person. A draft questionnaire was developed and sent to all Cohort No. 1 contact persons for their comments. After their suggestions were incorporated, 100 copies of the questionnaire were sent to each of the contact persons. The main research variables are listed in Table 1.

## DESCRIPTION OF THE SAMPLE

Item Nos. 1 through 7 reflect the high school preparation of the student-athletes, the sport(s) in which they participated, the level of funding granted and the eligibility status. The remaining items reflect the experience, both academic and athletic, of the freshman year. These last items are repeated in four collections of data in the following years so that each individual's record can be traced for a period of five years. The freshman questionnaire is included in this report as Appendix C.

Table 2 presents the respondent participation figures for each of the five cohorts. The average response rate for the first two cohorts is lower than that for the last three; we might hypothesize that these earlier cohort members, since their students' enrollment preceded the implementation of Bylaw 14.3, did not have the same sense of urgency as did the members of the later cohorts. In later reports, we will use statistical techniques to determine if significant differences exist among the respondents in the five cohorts.

Like Table 2, Table 3 presents the breakdown of respondents in the individual cohorts—in this case, the student-athletes themselves. Again, statistical tests will be performed when all the data have been collected to test the equivalence of these groups.

Table 4 presents the academic characteristics of the student-athletes in each cohort. Notable here are the higher test-score averages in 1986.

Tables 5a, 5b, 5c, 5d and 5e examine the persistence through the freshman year by the individuals in each cohort. These individuals are divided into three groups: participants in men's revenue sports (football and basketball), participants in men's nonrevenue sports and all women's sports participants.

In all five cohorts, women's sports participants remain eligible for the second year at a rate that is at least as high as the two groups of men.

Of the men's sports, when compared with individuals in the nonrevenue sports, those individuals in the revenue-producers have higher or nearly equal rates of eligibility going into the sophomore year: 1984, 87 vs. 82 percent; 1985, 87 vs. 82 percent; 1986, 89 vs.

91 percent; 1987, 92 vs. 87 percent, and 1988, 89 vs. 92 percent.

# DISCUSSION

**A**s can be imagined, the collection of these data is a monumental task for the member institutions, and it is more than understandable that not all deadlines are met easily. Because this is the case, not all data that finally will form Cohort Nos. 4 and 5 are present in these summary statistics. This report is being published in the belief that no large differences will be realized by the addition of more data and that some report on the progress of the study is due the member institutions. Additional reports on the analysis of the data will be forthcoming in the winter of 1990-91.

**O**ther analyses (e.g., more successfully competitive football programs compared to those that are less successfully competitive) may be done as they are seen to be important. These analyses will include data on ethnic minorities in the sample as well as breakdowns for the years (1984 and 1985) before the Bylaw 14.3 standard and the years (1986, 1987 and 1988) after Bylaw 14.3 went into effect.

# REFERENCES

Bartell, T., Keesling, J.W., LeBlanc, L.A., and Tombaugh, R. *Study of Freshman Eligibility Standards.* Reston, Virginia: Advanced Technology, Incorporated, 1984.

National Collegiate Athletic Association. *National Collegiate Athletic Association 1983 Convention Program.* Mission, Kansas: National Collegiate Athletic Association, 1983a.

National Collegiate Athletic Association. *Proceedings of the 77th Annual Convention of the National Collegiate Athletic Association.* Mission, Kansas: National Collegiate Athletic Association, 1983b.

National Collegiate Athletic Association. *National Collegiate Athletic Association 1986 Convention Program.* Mission, Kansas: National Collegiate Athletic Association, 1986.

# TABLE 1

## RESEARCH VARIABLES

[Note: Item Nos. 1-7 were collected only during the first year of the student athlete's matriculation.]

1. High school preparation (rank, GPA).
2. Scores from ACT and SAT examinations (totals and subscales).
3. Sport(s) in which the student-athlete was participating.
4. Amount of athletically related aid.
5. Pell grant aid index, if applicable.
6. Eligibility status under Bylaw 14.3.
7. Admissions status; i.e., whether regular or special.
8. Hours of tutoring provided.
9. Academic progress during the previous year; i.e., credits attempted, earned.
10. Summer school, if applicable.
11. Grade-point averages, from the previous year and cumulative.
12. Sports activity; i.e., redshirt status, competition with the varsity.
13. Eligibility status for the following year.

[Note: These variables are described in detail in the Variable Codebook for the Academic Performance Study, which will be published as Academic Performance Study Report 90-02.]

# TABLE 2a

## COHORT PARTICIPATION RATES

| Cohort<br>Year of Entrance | 1<br>1984 | 2<br>1985 | 3<br>1986 | 4<br>1987 | 5<br>1988 |
|---|---|---|---|---|---|
| Institutions selected | 57 | 56 | 57 | 57 | 57 |
| Responses (Rate) | 47 (82%) | 39 (70%) | 55 (96%) | 48 (84%) | 43 (75%) |
| Division | | | | | |
| I-A | 21 | 18 | 19 | 21 | 18 |
| I-AA | 13 | 13 | 16 | 13 | 14 |
| I-AAA | 13 | 8 | 20 | 14 | 11 |
| District | | | | | |
| 1 | 3 | 2 | 3 | 3 | 1 |
| 2 | 8 | 9 | 9 | 10 | 7 |
| 3 | 13 | 7 | 17 | 10 | 14 |
| 4 | 8 | 4 | 8 | 7 | 6 |
| 5 | 1 | 3 | 5 | 3 | 4 |
| 6 | 6 | 6 | 3 | 7 | 5 |
| 7 | 4 | 2 | 4 | 3 | 3 |
| 8 | 4 | 6 | 6 | 5 | 3 |

# TABLE 2b

## CHARACTERISTICS OF PARTICIPATING INSTITUTIONS

| Cohort | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Year of Entrance | 1984 | 1985 | 1986 | 1987 | 1988 |
| Status | | | | | |
| Private | 17 | 7 | 24 | 17 | 14 |
| Public | 28 | 31 | 28 | 31 | 26 |
| Historically Black | 2 | 1 | 3 | 0 | 3 |

# TABLE 3

## FREQUENCY (AND PERCENTAGE) OF STUDENT-ATHLETES WITHIN EACH COHORT

| Cohort | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Year of Entrance | 1984 | 1985 | 1986 | 1987 | 1988 | |
| SPORT CATEGORY | | | | | | TOTAL |
| Men's Revenue | 900 | 842 | 1,002 | 837 | 794 | 4,375 |
| | (38%) | (36%) | (34%) | (34%) | (33%) | (35%) |
| Men's Nonrevenue | 782 | 816 | 1,034 | 886 | 817 | 4,335 |
| | (33%) | (35%) | (35%) | (36%) | (34%) | (35%) |
| Women's Sports | 694 | 675 | 910 | 730 | 801 | 3,810 |
| | (29%) | (29%) | (31%) | (30%) | (33%) | (30%) |
| Total | 2,376 | 2,333 | 2,946 | 2,453 | 2,412 | 12,520 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |

# TABLE 4

## SELECTED ACADEMIC CHARACTERISTICS OF STUDENT-ATHLETES WITHIN EACH COHORT

| Cohort | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Year of Entrance | 1984 | 1985 | 1986 | 1987 | 1988 |
| HSGPA[1] | | | | | |
| Mean | 2.93 | 2.90 | 2.96 | 2.94 | 3.00 |
| N | 2,130 | 2,207 | 2,545 | 2,220 | 1,443 |
| SD | (0.59) | (0.58) | (0.56) | (0.56) | (0.6) |
| CGPA[2] | | | | | |
| Mean | 2.91 | 2.86 | 3.00 | 2.86 | 2.95 |
| N | 1,866 | 1,612 | 2,847 | 2,356 | 2,342 |
| SD | (0.67) | (0.63) | (0.58) | (0.57) | (0.6) |
| SAT | | | | | |
| Mean | 922 | 916 | 978 | 927 | 962 |
| N | 1,404 | 1,322 | 2,034 | 1,699 | 1,903 |
| SD | (213.3) | (195.4) | (203.5) | (168.0) | (193.5) |
| ACT | | | | | |
| Mean | 18.2 | 17.4 | 19.5 | 19.5 | 19.5 |
| N | 836 | 965 | 1,241 | 1,127 | 854 |
| SD | (6.0) | (6.0) | (4.8) | (4.6) | (4.6) |

[1] High school overall grade-point average (4.0 scale).
[2] Core curriculum grade-point average (4.0 scale).

# TABLE 5a

## SPORT CATEGORY AND ELIGIBILITY OUTCOME FOR 1984 FRESHMEN

| ELIGIBILITY GROUP | REVENUE GROUP | | | |
|---|---|---|---|---|
| Frequency (Percent) | Men's Revenue | Men's Non-Revenue | Women's | Total |
| Stayed/Eligible | 720 (80%) | 598 (76%) | 590 (85%) | 1,908 |
| Stayed/Ineligible | 32 (3%) | 52 (7%) | 26 (4%) | 110 |
| Dropped/Eligible | 60 (7%) | 47 (6%) | 28 (4%) | 135 |
| Dropped/Ineligible | 88 (10%) | 85 (11%) | 50 (7%) | 223 |
| Total | 900 (100%) | 782 (100%) | 694 (100%) | 2,376 (100%) |

# TABLE 5b

## SPORT CATEGORY AND ELIGIBILITY OUTCOME FOR 1985 FRESHMEN

| ELIGIBILITY GROUP | REVENUE GROUP | | | |
|---|---|---|---|---|
| Frequency (Percent) | Men's Revenue | Men's Non Revenue | Women's | Total |
| Stayed/Eligible | 694 (82%) | 621 (76%) | 518 (77%) | 1,833 |
| Stayed/Ineligible | 39 (5%) | 45 (6%) | 26 (4%) | 110 |
| Dropped/Eligible | 45 (5%) | 52 (6%) | 69 (10%) | 166 |
| Dropped/Ineligible | 64 (8%) | 98 (12%) | 62 (9%) | 224 |
| Total | 842 (100%) | 816 (100%) | 675 (100%) | 2,333 (100%) |

# TABLE 5c

## SPORT CATEGORY AND ELIGIBILITY OUTCOME FOR 1986 FRESHMEN

| ELIGIBILITY GROUP | REVENUE GROUP | | | |
|---|---|---|---|---|
| Frequency (Percent) | Men's Revenue | Men's Non-Revenue | Women's | Total |
| Stayed/Eligible | 822 (82%) | 855 (83%) | 814 (89%) | 2,491 |
| Stayed/Ineligible | 24 (2%) | 24 (2%) | 14 (2%) | 62 |
| Dropped/Eligible | 73 (7%) | 79 (8%) | 38 (4%) | 190 |
| Dropped/Ineligible | 83 (8%) | 76 (7%) | 44 (5%) | 203 |
| Total | 1,002 (100%) | 1,034 (100%) | 910 (100%) | 2,946 (100%) |

# TABLE 5d

## SPORT CATEGORY AND ELIGIBILITY OUTCOME FOR 1987 FRESHMEN

| ELIGIBILITY GROUP | REVENUE GROUP | | | |
|---|---|---|---|---|
| Frequency (Percent) | Men's Revenue | Men's Non-Revenue | Women's | Total |
| Stayed/Eligible | 737 (88%) | 719 (81%) | 631 (86%) | 2,087 |
| Stayed/Ineligible | 12 (1%) | 32 (4%) | 18 (2%) | 62 |
| Dropped/Eligible | 33 (4%) | 52 (6%) | 45 (6%) | 130 |
| Dropped/Ineligible | 55 (7%) | 83 (9%) | 36 (5%) | 174 |
| Total | 837 (100%) | 886 (100%) | 730 (100%) | 2,453 (100%) |

# TABLE 5e

## SPORT CATEGORY AND ELIGIBILITY OUTCOME FOR 1988 FRESHMEN

| ELIGIBILITY GROUP | REVENUE GROUP | | | |
|---|---|---|---|---|
| Frequency (Percent) | Men's Revenue | Men's Non-Revenue | Women's | Total |
| Stayed/Eligible | 668 (84%) | 699 (86%) | 709 (89%) | 2,076 |
| Stayed/Ineligible | 18 (2%) | 24 (3%) | 19 (2%) | 61 |
| Dropped/Eligible | 42 (5%) | 47 (6%) | 37 (5%) | 126 |
| Dropped/Ineligible | 66 (8%) | 47 (6%) | 36 (4%) | 149 |
| Total | 794 (100%) | 817 (100%) | 801 (100%) | 2,412 (100%) |

# APPENDIX A

A List of Schools
Within Each Cohort

# DIVISION I INSTITUTIONS FOR ACADEMIC RESEARCH ON THE RANDOM SAMPLE OVER A FIVE-YEAR PERIOD

## FIRST YEAR

Arizona, University of
Arkansas, University of, Little Rock
Arkansas State University
Auburn University
Augusta College
Baylor University
Boston College
California State University, Long Beach
Central Michigan University
Colorado State University
Columbia University - Barnard College
Delaware State College
Detroit, University of
Eastern Kentucky University
Fairfield University
Fairleigh Dickinson University, Teaneck
Furman University
Georgia Institute of Technology
Hofstra University
Houston, University of
Houston Baptist University
Idaho State University
Iowa, University of
Manhattan College
Maryland, University of, College Park
Massachusetts, University of, Amherst
Miami, University of (Florida)
Michigan State University
Missouri, University of, Columbia
New Orleans, University of
North Carolina, University of, Chapel Hill
North Carolina A&T State University
North Texas, University of
Northern Arizona University
Northwestern University
Ohio University
Princeton University
St. Joseph's University (Pennsylvania)
San Francisco, University of
San Jose State University
South Alabama, University of
Temple University
Tennessee, University of, at Chattanooga
U.S. Air Force Academy
Virginia Polytechnic Institute
Xavier University (Ohio)
Youngstown State University

TOTAL 47

## SECOND YEAR

Arkansas, University of, Fayetteville
California, University of, Irvine
California, University of, Los Angeles
Connecticut, University of
Creighton University
Eastern Illinois University
Fordham University
Grambling State University
Illinois, University of, Chicago
James Madison University
Kansas, University of
Kentucky, University of
La Salle University

Lafayette College
Lamar University
Minnesota, University of, Twin Cities
Mississippi State University
Monmouth College (New Jersey)
Montana State University
New Mexico, University of
New Mexico State University
North Carolina, University of, Wilmington
Oklahoma State University
Rhode Island, University of
Southern California, University of
Southern Mississippi, University of
Southwest Texas State University
Texas, University of, at San Antonio
Texas Tech University
Toledo, University of
Towson State University
U.S. Naval Academy
Utah, University of
Vanderbilt University
Virginia Commonwealth University
Washington, University of
West Virginia University
Western Carolina University
William and Mary, College of

TOTAL 39

## THIRD YEAR

Alabama, University of, at Birmingham
Alabama, University of, Tuscaloosa
Alcorn State University
Arizona State University
Baptist College
Boise State University
Bowling Green State University
Brigham Young University
Brooklyn College
Brown University
California State University, Fullerton
Canisius College
Cleveland State University
Colgate University
Davidson College
Duke University
East Tennessee State University
Florida, University of
Florida A&M University
Georgetown University
Hardin-Simmons University
Indiana University, Bloomington
Iowa State University
Jacksonville University
Liberty University
Louisville, University of
Loyola College (Maryland)
Maine, University of
McNeese State University
Miami University (Ohio)
Middle Tennessee State University
Nevada, University of, Reno
North Carolina State University
Ohio State University
Oregon, University of
Pacific, University of the
Pennsylvania, University of
Portland, University of
Radford University
Rider College
St. John's University (New York)
St. Louis University
St. Peter's College
San Diego, University of
Southeastern Louisiana University
Southwest Missouri State University
Tennessee, University of, Knoxville
Tennessee State University
Texas, University of, at El Paso
Tulsa, University of
Valparaiso University
Western Illinois University
Wichita State University
Wisconsin, University of, Madison
Yale University

TOTAL 55

## FOURTH YEAR

American University
Ball State University
Boston University
Bucknell University
California, University of, Santa Barbara
California State University, Fresno
Centenary College
Citadel, The
Colorado, University of, Boulder
Delaware, University of
Eastern Washington University
Florida State University
Georgia State University
Illinois, University of, Champaign
Kent State University
Lehigh University
Louisiana State University
Louisiana Tech University
Marquette University
Mississippi, University of
Montana, University of
Mount St. Mary's College (Maryland)
Niagara University
Northeast Louisiana University
Northeastern University
Northern Illinois University
Oklahoma, University of
Old Dominion University
Oregon State University
Pittsburgh, University of
St. Francis College (Pennsylvania)
St. Mary's College (California)
San Diego State University
South Carolina State College
Southern Illinois University at Carbondale
Southwestern Louisiana, University of
Stetson University
Texas, University of, at Austin
Texas Christian University
Texas Southern University
U.S. Military Academy
Vermont, University of
Wagner College
Wake Forest University
Western Kentucky University
Western Michigan University
Wisconsin, University of, Green Bay
Wyoming, University of

TOTAL 48

## FIFTH YEAR

Akron, University of
Alabama State University
Appalachian State University
Bradley University
California, University of, Berkeley
Central Florida, University of
Cincinnati, University of
Clemson University
Cornell University
DePaul University
Evansville, University of
George Mason University
Georgia, University of
Georgia Southern University
Gonzaga University
Harvard University
Hawaii, University of
Idaho, University of
Indiana State University
Iona College
Jackson State University
Kansas State University
Loyola Marymount University
Memphis State University
Michigan, University of
Mississippi Valley State University
Murray State University
Nebraska, University of, Lincoln
Pennsylvania State University
Purdue University
Rice University
Richmond, University of

St. Bonaventure University
South Carolina, University of, Columbia
South Florida, University of
Syracuse University
Tennessee Technological University
Texas, University of, Pan American
Texas A&M University
Tulane University
U.S. International University
Villanova University
Virginia, University of

TOTAL 43

# APPENDIX B

A Breakdown of Each Sport
Within Each Cohort

# APPENDIX B

## SPORTS DISTRIBUTION WITHIN EACH COHORT

| Cohort | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Year of Entrance | 1984 | 1985 | 1986 | 1987 | 1988 |
| REVENUE SPORTS, MEN'S | | | | | |
| Basketball | 167 | 142 | 170 | 161 | 146 |
| Football | 733 | 705 | 835 | 685 | 660 |
| NONREVENUE SPORTS, MEN'S | | | | | |
| Baseball | 145 | 185 | 211 | 174 | 201 |
| Fencing | 14 | 2 | 13 | 2 | 6 |
| Golf | 68 | 57 | 58 | 72 | 66 |
| Gymnastics | 15 | 16 | 16 | 22 | 19 |
| Ice Hockey | 23 | 11 | 59 | 52 | 29 |
| Lacrosse | 30 | 24 | 44 | 21 | 24 |
| Rifle | 0 | 1 | 6 | 3 | 1 |
| Skiing | 0 | 9 | 5 | 2 | 0 |
| Soccer | 80 | 71 | 142 | 82 | 120 |
| Swimming | 79 | 88 | 109 | 114 | 101 |
| Tennis | 67 | 61 | 75 | 54 | 55 |
| Track, Outdoor | 194 | 234 | 211 | 185 | 142 |
| Volleyball | 1 | 42 | 0 | 13 | 11 |
| Water Polo | 0 | 12 | 8 | 4 | 8 |
| Wrestling | 75 | 55 | 83 | 89 | 47 |

# SPORTS DISTRIBUTION WITHIN EACH COHORT

| Cohort | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Year of Entrance | 1984 | 1985 | 1986 | 1987 | 1988 |
| WOMEN'S SPORTS | | | | | |
| Basketball | 139 | 103 | 138 | 146 | 130 |
| Fencing | 11 | 0 | 5 | 0 | 5 |
| Field Hockey | 57 | 33 | 60 | 51 | 52 |
| Golf | 24 | 24 | 29 | 30 | 34 |
| Gymnastics | 24 | 42 | 39 | 41 | 15 |
| Lacrosse | 16 | 8 | 17 | 2 | 20 |
| Softball | 56 | 86 | 83 | 58 | 71 |
| Skiing | 0 | 8 | 0 | 6 | 1 |
| Soccer | 17 | 7 | 50 | 7 | 45 |
| Swimming | 93 | 84 | 119 | 92 | 103 |
| Tennis | 35 | 59 | 66 | 53 | 66 |
| Track, Outdoor | 126 | 130 | 178 | 146 | 179 |
| Volleyball | 94 | 44 | 134 | 98 | 97 |

# APPENDIX C

An Example of the
Survey Questionnaire

# NCAA STUDY OF ACADEMIC PERFORMANCE OF STUDENT-ATHLETES

## COHORT NO. 5
## YEAR NO. 1

## THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Institution ☐☐☐☐☐ Student ID _____

# 1988 STUDENT-ATHLETE ABSTRACT FORM NCAA STUDY OF ACADEMIC PERFORMANCE OF STUDENT-ATHLETES

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Complete one form for each student-athlete who entered as a freshman in August or September 1988 and (1) received full or partial athletics grant-in-aid at that time,

or

(2) began receiving full or partial athletics grant-in-aid the sophomore year (in the fall of 1989).

In the space provided above, enter the identification number that your institution uses to identify this student-athlete. The master list that you keep will be the only identification of this student-athlete.

# PART A: STUDENT-ATHLETE CHARACTERISTICS

Please read the enclosed instructions thoroughly before completing this form. Please use the enclosed list of sport codes.

1. Sport in which student-athlete received a grant-in-aid:

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2. Did this student-athlete participate in another sport during academic year (AY) 1988-89?

   1 No
   2 Yes (Specify) ☐☐☐

3. Circle the number beside the type of athletics grant-in-aid the student-athlete received as an entering freshman:

   1 Full
   2 Partial
   3 None

4. Student-athlete's sex:

   1 Male
   2 Female

5. Student-athlete's race/ethnicity:

   1 Black
   2 American Indian or Alaskan Native
   3 Asian or Pacific Islander
   4 Hispanic
   5 White Non-Hispanic
   6 Other

6. Is this student-athlete a U.S. citizen?

   1 Yes
   2 No

# PART B: ADMISSIONS DATA

On the following pages, please use the scale: A = 4.000, B = 3.000, C = 2.000, D = 1.000. (Please indicate if the information is not available.)

7. Please enter the student-athlete's overall high school grade-point average (HSGPA) used by the high school to confirm this student-athlete's NCAA eligibility:

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8. Please enter the student-athlete's HSGPA as computed by your institution for admissions purposes:

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9. Please enter the student-athlete's HSGPA computed for the 11 core courses required for freshman eligibility:

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10. This student-athlete ranked _____ out of _____ in graduating high school class.

11. Standardized Test Scores
Please enter SAT or ACT scores. If the student-athlete reported scores under both testing programs, enter both scores. If the student-athlete reported more than one SAT or ACT score, use the highest combined (composite) score.

| | | | |
|---|---|---|---|
| ____ | SAT Mathematics | ____ | ACT English |
| ____ | SAT Verbal | ____ | ACT Math |
| ____ | SAT Combined | ____ | ACT Social Studies |
| | | ____ | ACT Natural Science |
| | | ____ | ACT Composite |

12. Was this student-athlete eligible as a freshman under NCAA Bylaw 5-1-(j) as it was applied in 1988?

1 Yes
2 No

13. Was this student-athlete admitted under discretionary admissions (special admissions program or procedure that allows waiver or adjustment of regular admissions requirements)?

1 Yes
2 No

14. Was the student-athlete awarded a Pell Grant (BEOG)?

1 Yes
2 No

Pell Grant Aid Index (if available) _____

# PART C: COLLEGE PERFORMANCE DATA

Questions 15-33 should be completed for this student-athlete's freshman year at your institution. If the student-athlete withdrew prior to the end of the school year, report only the term(s) completed. For purposes of this study, a school year is defined as beginning in August or September and ending not later than the following August. Report credits as you define them at your institution. Please read the enclosed instructions thoroughly before completing this form. Please use the enclosed list of CIP codes.

15. Student-athlete's academic major at close of AY 1988-89:

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16. Number of credits for which the student-athlete was enrolled during AY 1988-89 (during the regular academic year, not including summer session or intersession). Please include courses from which the student-athlete withdrew, received incompletes or received remedial credits.

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17. Number of credits the student-athlete earned during AY 1988-89 (regular academic year): ☐ Check here if this included credit the student-athlete received through tests (AP, CLEP, etc.).

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18. Did this student-athlete attend summer school during the summer of 1989?

1 No (SKIP TO QUESTION 22)
2 Yes–Not required to maintain athletics eligibility (PROCEED TO QUESTION 19)
3 Yes–Required to maintain athletics eligibility (PROCEED TO QUESTION 19)

19. Number of credits for which the student-athlete was enrolled during summer session:

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20. Number of credits the student-athlete earned during the 1989 summer session:

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21. These summer session courses were (circle all that are appropriate):

1 On this institution's campus.
2 From a local community college or junior college.
3 From a community college or junior college outside the local community.
4 From another four-year institution.
5 Correspondence courses.

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22. Considering the year as a whole, including the summer of 1989, indicate the number of credits the student-athlete earned in remedial, developmental or preparatory courses (e.g., courses that count toward athletics eligibility but do not count toward the minimum degree requirements). ☐☐.☐ Check here _____ and enter the number of remedial courses taken if no credits are given for remedial courses:

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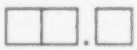
23. Considering the year as a whole, including the summer of 1989, did this student-athlete receive special tutoring? Yes _____ No _____ . If yes, indicate:

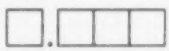
    1 The approximate number of hours per week for the weeks in which tutoring was received:

    2 The number of weeks of tutoring:

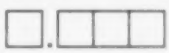
24. Number of credits the student-athlete received for physical activity courses and participation in varsity athletics:

25. Student-athlete's freshman grade-point average, not including 1989 summer session (use the scale: A = 4.000, B = 3.000, C = 2.000, D = 1.000):

    Student-athlete's freshman grade-point average, including 1989 summer session (use the scale: A = 4.000, B = 3.000, C = 2.000, D = 1.000):

26. Please circle the number beside the most appropriate phrase.

    1 This student-athlete withdrew prior to completing freshman year. (PROCEED TO QUESTION 27)
    2 This student-athlete completed freshman year but did not return in the fall of 1989. (PROCEED TO QUESTION 27)
    3 This student-athlete completed freshman year and returned in the fall of 1989. (SKIP TO QUESTION 29)

27. Was this student-athlete in good academic standing when he or she left this institution?

    1 Yes
    2 No

28. Did this student-athlete transfer to another institution of higher education?

    1 Yes
    2 No
    3 Don't know



29. Was this student-athlete (in August or September of 1989) athletically eligible?

    1 Yes
    2 No

# PART D: ADDITIONAL DATA

30. Was this student-athlete redshirted during the freshman year?

1 No
2 Yes Reason _____ (a) Injury
_____ (b) Depth at position
_____ (c) To gain maturity
_____ (d) Other: _____

31. Did this student-athlete earn a varsity letter in his or her primary sport (i.e., the sport in which he or she received athletics grant-in-aid) during AY 1988-89?

1 Yes
2 No

32. Was this student-athlete on the traveling squad for his or her primary sport for one or more contests during AY 1988-89?

1 Yes
2 No

33. Did this student-athlete practice with the squad in his or her primary sport during AY 1988-89?

1 Yes
2 No

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